

# FOCUS 2011

STRENGTHENING OUR UNIVERSITY

**2008–2009 UNIVERSITY UPDATE**



## **FOCUS 2011 — STRENGTHENING OUR UNIVERSITY**

Through our strategic plan, FOCUS 2011, we will strengthen Johnson & Wales University to ensure that we attract and retain highly motivated and demonstrably capable students. We will prepare them for career success through academically rigorous, industry relevant and experientially-based programs.

### **Strengthening the EXPERIENCE** ACADEMIC AND STUDENT LIFE

Johnson & Wales University will create an exciting learning community offering programs that are distinguished by their relevance, excellence and rigor as well as a high quality of instruction. Outside the classroom, student life will be characterized by opportunities for personal and intellectual growth.

### **Strengthening STUDENT POTENTIAL** ADMISSIONS AND ENROLLMENT

Johnson & Wales University will be the destination of choice for individuals seeking career education who are highly motivated and demonstrably capable of success in JWU programs. The university will endeavor to establish tuition at affordable levels, and offer financial assistance that supports improvement of retention and graduation rates.

### **Strengthening CAREER OPPORTUNITIES** CAREER DEVELOPMENT

Johnson & Wales University will prepare its students to launch and advance in professionally enviable and personally satisfying careers. JWU graduates will be aggressively sought after in the workplace.

### **Strengthening the FOUNDATION** RESOURCE DEVELOPMENT

Johnson & Wales University will continue to make a multifaceted investment in its structural, fiscal and human assets to support the achievement of FOCUS 2011.

Visit [www.jwu.edu/focus2011](http://www.jwu.edu/focus2011) for more information and send feedback to [focus2011@jwu.edu](mailto:focus2011@jwu.edu).

## **JOHNSON & WALES UNIVERSITY MISSION**

The mission of Johnson & Wales University is to empower its diverse student body to succeed in today's dynamic world by integrating general education, professional skills and career-focused education. To this end, the university employs its faculty, services, curricula and facilities to equip students with the conceptual and practical tools required to become contributing members of society.

### **PURPOSES OF THE UNIVERSITY**

Johnson & Wales University supports the following purposes in accordance with the mission:

- to enroll students with potential from varied backgrounds and to give them every opportunity to excel in their academic and professional lives;
- to develop and assess sound programs and curricula that allow students to attain proficiencies in general education and relevant professional disciplines;
- to evaluate and assess regularly the rigor of all academic programs;
- to provide experiential education opportunities that are curriculum-driven and include practical experiences for students in every program;
- to support diversity in the curricula, activities and services for students, and in the employment of faculty and staff;
- to provide students with opportunities that support intellectual development, personal growth and civic engagement;
- to monitor the external and internal environment of the university through regular and effective planning and assessment;
- to hold each academic, administrative and support department accountable for the achievement of the mission;
- to plan for and provide facilities and resources that meet the needs of students, faculty and staff.

## **CORE VALUES**

Johnson & Wales University is

### **STUDENT CENTERED**

We are strongly student centered, stressing personal development as well as career management skills.

### **EXPERIENTIALLY BASED**

We integrate hands-on learning with a career-focused curriculum, to enable our students to gain real-world experience.

### **INDUSTRY RELEVANT**

We are industry relevant, focusing both on the needs of our students and the needs of our students' future employers.

### **EMPLOYMENT FOCUSED**

Our business is developing employment-ready, motivated graduates for world-class employers.

### **GLOBALLY ORIENTED**

We respond to the increasingly global nature of business by fostering multiculturalism and providing an international educational experience.

## Strengthening the **EXPERIENCE** ACADEMIC AND STUDENT LIFE

Johnson & Wales University will create an exciting learning community offering programs that are distinguished by their relevance, excellence and rigor as well as a high quality of instruction. Outside the classroom, student life will be characterized by opportunities for personal and intellectual growth.

### GOAL

Attain and maintain excellence in all academic programs

- JWU's academic program review process is central to strengthening programs and better serving students. In academic year (AY) 2008–2009, JWU fully implemented and completed the review of the bachelor of science (B.S.) culinary nutrition degree programs at the Providence and Denver campuses, and the B.S. Electronics Engineering program in Providence's School of Technology. The four programs scheduled for review in 2009–2010 will involve visits to all campuses by external teams of cross-discipline academicians and industry experts. A master program review schedule slates the review of all JWU degree programs by AY2013–2014.
- JWU's Gold Standard for Food Safety program will help the university stake out a leadership role in this important area. Toward that goal and through collaboration with Rep. Patrick Kennedy's (D-R.I.) office, JWU was awarded a \$190,000 appropriation from the Centers for Disease Control for ongoing program refinement, and to fund the development of related symposia and training for professionals, as well as educational programs, materials and Web content to help consumers better understand food safety issues.
- As JWU strengthens the student academic experience, the university provost is collaborating with senior academic leaders, deans and faculty across campuses to define a shared understanding around key elements of academic excellence as defined by FOCUS 2011 — academic rigor, active learning, industry relevance and teaching quality. This shared understanding and criteria for measuring success in achieving the elements of academic excellence will be shared with the broader university community in 2010.

### GOAL

Foster high-quality instruction to enhance student learning

- Work continued in AY2008–2009 on a new faculty assessment program. A group of 77 faculty volunteers from all campuses and colleges piloted the program, assembling portfolios of their professional work for review by chairs and peers, and receiving further feedback through a new student rating system to garner student perceptions of their teaching. In addition, 70 deans and department chairs were surveyed for input on improving the pilot program. In 2009–2010, faculty and administration will collaboratively review and analyze the qualitative and quantitative pilot data and leverage it to guide the finalization of a comprehensive evaluation system and define policies to facilitate its administration.
- In 2008–2009, the Office of Online Learning worked toward the anticipated September 2010 launch of fully online degree programs. JWU will offer the third and fourth years of the Bachelor of Science degrees in Culinary Arts and Food Service Management (CA-FSM) and Baking & Pastry Arts and Food Service Management in a fully online format to JWU alumni with associate degrees from the College of Culinary Arts. During the past year, 43 faculty from across all campuses were trained on how to develop and deliver online courses. JWU launched its first online course sections with day school undergraduate students in the winter term and offered 13 online course sections during 2008–2009. A quality assurance plan and revised policies and procedures for online learning were also defined and implemented. Training and course development will continue.
- The Providence Campus' College of Business developed a new Bachelor of Science degree program in Creative Advertising. It prepares students for copywriting and art direction in advertising agencies and in-house communications departments. Classroom lectures play a vital role in the new program, but the hands-on aspects provide students with practical, real-world assignments yielding the quality and quantity of finished creative output that constitutes a competitive entry-level portfolio.

- In 2008–2009, the Charlotte Campus continued enhanced active learning on three fronts:

1. The main session at faculty orientation featured a keynote address and directed activities to stimulate discussion about active learning and laying the groundwork for a faculty-driven inservice program dedicated to improving instruction and student learning.
2. Faculty inservices featured small group workshops around interactive technology and research. Data shows student learning increases when active learning is incorporated.
3. Selected faculty attended the "Millennial Learning: Teaching in the 21st Century" conference, which included approximately 500 faculty from more than 80 colleges. JWU participants returned to Charlotte armed with best practices and developed workshops based on what they had learned for faculty who could not attend — reinforcing the campus' peer-learning environment.

### GOAL

Develop and implement a comprehensive research-based student retention program on each campus

#### Providence

- The culinary retention team encouraged ongoing collaboration between culinary academics and lab faculty to provide seamless information to students. Lab instructors welcomed students enrolled in academics to visit the culinary labs and participate in daily production, which deepened faculty-student bonds and gave students taking academic courses a chance to experience some hands-on culinary activity.

#### North Miami

- The campus retention committee led efforts to 1) develop a high level of student involvement and leadership by facilitating student engagement through coordinated efforts in student life and academic affairs, 2) foster open dialog with students and parents through openness and accessibility of staff and campus leadership, and 3) engender ongoing faculty buy-in and commitment to engaging students in meaningful learning experiences both in and outside the classroom. The committee is maintaining and enhancing efforts in the coming year.

#### Denver

- Over the past year the campus created a multidisciplinary Student Action Team to work with at-risk students across multiple domains and ensure access to university resources. A campuswide network was formed to improve the student experience in year one. The group has defined significant enhancements to programming, tracking and student-centered initiatives for fall entrants. Enhanced honors programming will be initiated in 2009–2010 to provide additional engagement opportunities for high-achieving students.

#### Charlotte

- In 2008–2009, the campus focused on at-risk students by developing and launching its STAR initiative, designed to identify potentially at-risk students early in their experience and connect them with relevant university resources to foster their success. The campus also implemented a Mystery Shopper program in support of its Quality Matters initiative to achieve service excellence and expanded its First Year Seminar program for new hospitality students.

## GOAL

Cultivate a campus culture that enhances the personal development and civility of all students

- In 2008, JWU appointed a student affairs outcomes and assessment committee composed of the dean of students from each campus to define formal student learning outcomes for student affairs. Last year the committee, along with campus student affairs and School of Arts & Sciences (A&S) representatives, drafted a proposed set of student affairs learning outcomes. The group also formalized the creation of the student affairs outcomes committee by establishing a set of bylaws that were approved by the university provost in June 2009. The committee has developed and proposed three learning outcomes that student affairs shall seek to develop in students at all four campuses who participate in their programs and services.

### Providence

- In conjunction with the Division of Student Affairs, the John Hazen White School of Arts & Sciences is creating a campuswide awareness effort around the relationship between civility, active learning and academic rigor. Plans include designing and piloting Civility Week on campus, mentoring and guiding leaders of undergraduate academic departments to enhance understanding of these related concepts and how they combine to enhance learning and the student experience.
- The Gender Equity Center implemented student learning outcomes assessments through surveys for two of its residence hall-based programs: Mentor in Violence Prevention (MVP) and What I Am is Not Who I Am. The MVP program hosted its first train-the-trainer session, certifying a mixed-gender, multicultural group of 18 student-peer facilitators who will facilitate the MVP program, a primary prevention approach to violence reduction both on- and off-campus.

### North Miami

- Student Affairs in partnership with Academic Affairs developed and expanded student learning communities, with an advisor from each area. The living-learning communities are Leadership, Cultural Living, Culinary, Hospitality, Golf and International Learning. This initiative is a priority for the Academic Leadership Team in 2009–2010, to ensure continued success and further development.

- Student Affairs and Academic Affairs have developed the second year of the Student Leadership Academy. Students that successfully complete the first year are invited to participate as assistant facilitators in the First Year Experience (FYE) alongside faculty. These student volunteers will be trained by FYE faculty to assist in facilitating discussions, programs and projects for first year students. This program launched in the fall.

### Denver

- A new athletics program called Cats in the Community helps student-athletes realize the four C's guiding Denver Athletics: character, competition, community and career. Varsity teams sign up to collaborate and participate in community service projects and learn the value of volunteerism while providing a high-profile message about JWU's commitment to the community.

- Thanks to an anonymous donor, the Wildcat Cultural Connection Series was created for the 2008–2009 academic year. This program included a series of nine events (e.g., plays, the opera and even a rodeo) that attracted 220 students as well as faculty and staff who discussed what they learned afterwards. This will expand and continue in 2009–2010 with A&S faculty connecting specific programs and classes.

### Charlotte

- The Division of Student Affairs expanded the First-Year Experience programming to include workshops for new business and hospitality students on life skills such as financial management, gender communication, politics, and health and wellness. It also distributes a parent e-newsletter once per term.
- Four athletic teams were established to help the campus attain intercollegiate varsity status. Cheerleading Club competed in its first Cheer LTD National Championship.

## Strengthening STUDENT POTENTIAL ADMISSIONS AND ENROLLMENT

Johnson & Wales University will be the destination of choice for individuals seeking career education who are highly motivated and demonstrably capable of success in JWU programs. The university will endeavor to establish tuition at affordable levels, and offer financial assistance that supports improvement of retention and graduation rates.

## GOAL

Sharpen admissions standards to better align acceptances with the probability of student success in university programs

- The Strategic Enrollment Team (SET) and Admissions took another step toward improving the quality of students who enroll. Five business and hospitality programs with historically low retention and graduation rates were identified. Based on data from Human Capital Research Corp. (HCRC), certain applicants to those programs were denied admission. In years past, 140 of these students would have enrolled.
- Also based on historical data, a wait-list system was created for culinary arts applicants with lower academic achievement. JWU received enough applications from qualified students to ensure enrollment objectives, allowing three campuses to not advance students from wait-list status to acceptance. This represents 92 students who would have enrolled in the past.
- The third in a series of brochures was mailed to high school educators from University President John Bowen. It focused on JWU's continued efforts around ensuring affordability and accessibility.
- JWU became the global sponsor for CAFÉ (the Center for the Advancement of Foodservice Education) that serves thousands of educators via an interactive Web site, online newsletter and summer educator forums. Involvement with CAFÉ allows JWU to serve as "the" educationalist for high school educators.

## GOAL

Develop new recruitment strategies to attract and enroll increased numbers of students with potential for academic and career success

- Leveraging HCRC's guidance, JWU evaluated its inquiry pool and was able to successfully reduce marketing efforts to 20 percent of the population. Historically these students represented only one percent of the university's entering class.
- Admissions continued to modify how to market to prospective students. Expanding on the relationship established last year with Stamats, a leading national marketing firm, JWU broadened the student personalization plan through individual major- and campus-specific brochures.

## GOAL

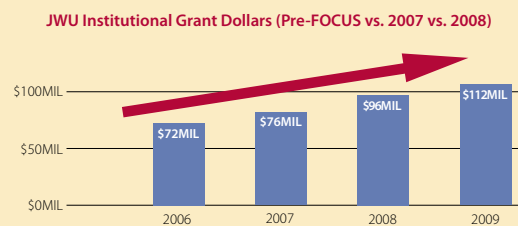
Increase international enrollment

- With the launch of FOCUS 2011, JWU committed to a five-year recruitment plan of increasing universitywide international enrollment from 535 to 850 undergraduate students. This goal was achieved one year ahead of plan — as of September 2009, JWU's undergraduate international enrollment stands at 853.
- Through the efforts of the International Strategic Enrollment Team (iSET) and SET, pricing to international students required to take English as a Second Language (ESL) was restructured to make the program more attractive. This has continued positive growth in markets such as South Korea, Taiwan and China.
- Per the Institute of International Education's Open Doors report, among the 3,000 U.S. colleges and universities hosting international students surveyed, JWU ranks 106 overall (up from its previous ranking of 116) and sixth in graduate-level international enrollment.

## GOAL

Establish a tuition pricing model which provides greater “affordability” while maintaining the financial strength of the university

- JWU used HCRC’s market assessment to validate its commitment to maintaining conservative tuition increases in line with the consumer price index.
- In 2008–2009, JWU increased institutional aid by more than 25 percent — awarding \$96 million. The university continues adjusting financial plans and curtailed capital expenditures to increase that ongoing commitment by \$16 million dollars in institutional aid to provide students the highest quality education, while making it as affordable a possible.



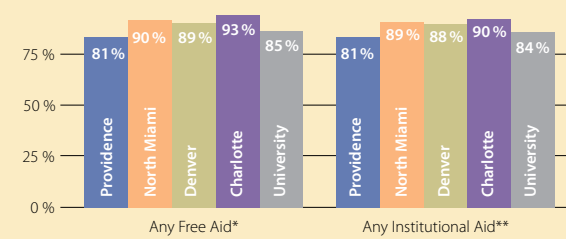
- Analysis is underway around student’s ability to pay, and is being considered as JWU establishes tuition for new programs, such as the online Culinary Arts and Food Service Management (CA-FSM) degree program.

## GOAL

Reallocate financial aid to increase the student enrollment and retention

- More than 84 percent of JWU students demonstrate financial need, yet the national credit crisis has limited the number and amount of loans available to students. JWU’s continued commitment to directing funds to students experiencing the most need is demonstrated in its institutional aid budget increase from \$96 million in 2008–2009 to \$112 million in 2009–2010.

Percentage of Students Receiving Aid in the 2008–2009 Academic Year



- Retention is a challenge faced by most colleges and universities. Along with improved financial aid packages and increased admissions selectivity, JWU campuses have launched programs that allow our students to develop holistically. The cost of education is a big piece of the retention puzzle, and a thorough review of the recently designed need-based grants has established a direct correlation between need-based grants and freshman-to-sophomore retention rates.

## Strengthening CAREER OPPORTUNITIES CAREER DEVELOPMENT

Johnson & Wales University will prepare its students to launch and advance in professionally enviable and personally satisfying careers. JWU graduates will be aggressively sought after in the workplace.

## GOAL

Transform career development services to better meet the needs of university graduates and alumni

- In June 2009, JWU’s Career Development Office was renamed Experiential Education & Career Services. The staff have been restructured within alignment of three areas: career advising, experiential education and employer relations. This delineation will result in clearly-defined responsibilities to ensure transparency for students, employers and staff.
- Career courses were reduced from three to one with the elimination of the sophomore and freshman level courses. The office has introduced new career workshops in fall 2009, providing opportunities for students to continuously build their career skills. This new model allows students to select specific skill-building topics such as résumé building when they need it. The last few years of focus groups have indicated strong student interest in this “just in time” ability for students to personalize modules or workshops to meet their individual career skill-building needs.
- New measures for career success are being defined around preparation, compensation, progression and satisfaction. An annual survey will be conducted through the University Provost’s Office to track alumni career progression.
- The office has restructured career conference and evolved from the traditional format of one large career conference to an array of smaller college-or-major-specific events. These provide students with industry-specific networking opportunities and events relevant to their chosen field of study.

## GOAL

Enhance employer relations

- Effective July 2009, the university appointed a new vice president of employer relations who will strengthen relations with top employers of JWU students and graduates, update and modify JWU’s existing covenant relations, and increase employment prospects that meet student and employer needs. The vice president of employer relations is committed to reconnecting top employers of JWU graduates to the university, recognizing their support of our graduates, and determining new, mutually-beneficial goals that will strengthen career opportunities for JWU graduates while further supporting the university.
- To date the focus of employer relations has been on building relationships with new employers, particularly for College of Business graduates across the university system. Since 2007 alone, 71 new business employers participated in on-campus recruiting events across all four campuses.

## GOAL

Re-engineer experiential education

- JWU has established an experiential education outcome statement: Students are expected to engage in self reflection, demonstrate competency, and exhibit adaptability through the application of established experiential education competencies in an industry setting. The mentioned competencies include disciplinary knowledge and skill, work ethic, professionalism, problem solving, communication skills and collaboration.
- Criteria have been developed for experiential education opportunities that provide real-world experiences. The criteria are flexible and applicable across JWU colleges and schools, and will be used for new academic program design and development, existing academic program review, standard operating procedures and policies for work-experience programs, and evaluation of new and existing opportunities with employers.
- Real-world learning experiences have been expanded to include Directed Work Experiences, providing students with additional options for applying theoretical knowledge and education to the test in practical industry-based experiences.

## Strengthening the FOUNDATION RESOURCE DEVELOPMENT

Johnson & Wales University will continue to make a multifaceted investment in its structural, fiscal and human assets to support the achievement of FOCUS 2011.

### GOAL

Develop governance mechanisms and structures to ensure the university has the organizational capacity to fulfill the strategic plan

JWU continues strengthening its ability to govern, manage risk, capitalize on university talent, champion consistency, and allocate university resources effectively and efficiently. Several factors contribute to this, including but not limited to, the formalization of the campus planning process that supports both the university's strategic and financial plans, the ongoing codification and communication of university policies, and the work of cross-campus committees, systemwide teams and taskforces.

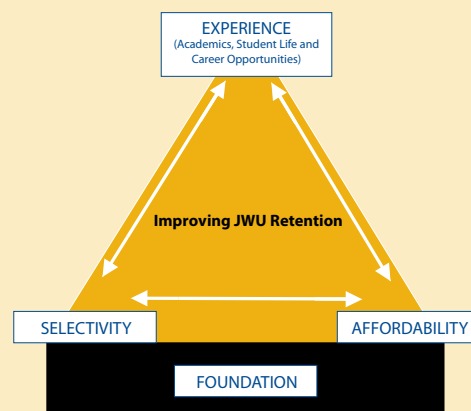
### GOAL

Assure sufficient fiscal and physical resources to support the achievement of the strategic plan

- Advancement continues to focus on external funding for scholarships and programmatic support. Each campus has a targeted development plan with goals of increased solicitations in the upcoming year. Online giving was implemented with the 2008 reconstruction of the JWU Web site.
- The Office of Alumni Relations has established 21 alumni chapters around the country, and is reconnecting with graduates through local and regional events across the U.S. In April 2009, the annual fund was relaunched as part of a renewed fundraising effort dedicated to securing philanthropic support from university alumni, friends and graduating students. This year all gifts to the JWU Fund are entirely dedicated to student scholarships and programs on our four campuses.
- The university's Creative Services Group continues to ramp up efforts around integrated messaging and visual identity across all mediums. The refresh on the reconstructed Web site is underway and will be launched in fall 2009. Economic and community impact studies were conducted at each of the four

campuses. The university and campus reports will be developed and shared with the university community in the coming months.

- JWU's long-term financial plan continues to support the goals and objectives of FOCUS 2011. The ongoing work of the financial team with numerous stakeholders is ensuring that adequate financial and physical resources are made available to foster strategic improvements in the three main components of the plan: — selectivity, affordability and the student experience (academics, student life and career opportunities).



- The current financial turmoil in the capital markets has challenged JWU to be more flexible in its financial planning. Plans to pursue bond financing for capital projects had to be put on hold, causing the university to rely on operating cash to fund long-term projects. As a result, approved projects were delayed and continue to be reviewed at the university and campus level.
- JWU's endowment balance on June 30, 2009 was \$192 million. This compares to the June 2008 balance of \$238 million and reflects a loss on investments of 19.3 percent. While this loss was significant, it compares favorably with the investment performance of JWU's peer institutions. As of the end of August 2009, JWU's endowment had rebounded to more than \$200 million.
- Despite the uncertain conditions in the financial markets, the university is determined to provide the necessary resources to achieve the objectives of FOCUS 2011. JWU is committed to investing in its most important assets: its students, faculty and staff.

### GOAL

Expand and enhance our human resource capabilities to create a strategic advantage through excellent organizational performance

- JWU's Employee Development Institute continued offering an increasing variety of professional development programs for employees.
  - Five new programs, open to all employees, were launched in 2008–2009. These programs (Making Meetings Work, Setting Goals to Achieve Success, Effective Teamwork Strategies, How to Become a Better Communicator, and Precision Thinking and Problem Solving). In addition, the existing JWU101 program offered 800 participants the opportunity to enhance their skills.
  - The "Manager Series" continued to support individuals who manage others. In 2007–2008 the first course in the series (Interviewing and Selection) was attended by 250 managers across all campuses. In 2008–2009, the second course, Coaching and Feedback, was attended by 270 managers universitywide. The third course, Performance Management, launched in fall 2009.
- Information sessions about the JWU Competency Model were held. Developed in 2008, the model provides a framework for consistent and excellent performance. The competency definitions and behavioral indicators in the model are unique and specific to JWU. Six competencies apply to all employees; an additional two apply only to those employees who manage others. The information sessions provided details on the model, and allowed participants from all campuses to ask questions and learn more about how it will guide performance management and related human resource functions as well as support program development through the Employee Development Institute.
- All job descriptions for administrative staff positions were completed and distributed to the individuals holding those staff positions. These job descriptions reflect the actual work of each unique position, and were written to reflect the JWU competencies necessary to achieve excellent performance in that position.

## Organizing for FOCUS 2011

The FOCUS 2011 steering committee comprises 14 functional and executive leaders, many of whom also serve on other university committees supporting the strategic plan and are charged with specific oversight and decision making. While FOCUS 2011 encompasses initiatives at all levels of our institution, the steering committee helps to ensure complementary efforts are aligned with the overall plan and that these efforts receive adequate funding. Since the launch of FOCUS 2011, and including the current budget year, more than \$90 million has been contributed to support financial aid awarding, selectivity and recruitment, academic programming and risk management.

The investment is paying dividends as progress is being made on a variety of fronts across the university. This productivity is the result of successful efforts to organize ourselves to achieve the goals of FOCUS 2011. Cross-campus committees, systemwide teams/taskforces and individuals are ensuring that our strategic plan drives campus and departmental planning and supports financial and development plans. A listing of the members that comprise the various committees and teams follows.

### FOCUS 2011 STEERING COMMITTEE

- o Marie Bernardo-Sousa, vice president of student services and university registrar
- o John Bowen, university president
- o Charles Cook, senior vice president of university affairs
- o Kenneth DiSaia, vice president of enrollment management
- o Thomas L.G. Dwyer, executive vice president
- o Veera Gaul, university provost
- o Robin Krakowsky, senior vice president of administration
- o Ronald Martel, vice president of student affairs, Providence Campus
- o William McArdle, treasurer and chief financial officer
- o Patricia McLaughlin, senior vice president of institutional advancement
- o Mim Runey, senior vice president of regional campuses (chair)
- o Piya Sarawgi-Fenn, director of university communications
- o Irving Schneider, president, Providence Campus
- o Donna Yena, vice president of employer relations

### INTERNATIONAL STRATEGIC ENROLLMENT TEAM

- o Erin FitzGerald, dean of international programs and development (co-chair)
- o Katie Gilbertson, director of immigration affairs
- o Karl Guggenmos, university dean of culinary education
- o Akhil Gupta, vice president, Providence Campus
- o Sheri Ispir, director of experiential education & career services, Providence Campus (co-chair)
- o Rita Mulligan, director of international operations, Providence Campus
- o Lynn Robinson, executive director of student financial services, Providence Campus
- o Manny Tavares, dean of international recruitment and training (co-chair)

### IT ADVISORY COMMITTEE

- o Marie Bernardo-Sousa, vice president of student services and university registrar
- o Loreen Chant, president, North Miami Campus
- o Merlin DeConti, senior vice president of facilities management
- o Kenneth DiSaia, vice president of enrollment management
- o Thomas L.G. Dwyer, executive vice president
- o Joseph Greene, assistant treasurer and vice president of finance
- o Akhil Gupta, vice president, Providence Campus
- o Robin Krakowsky, senior vice president of administration (chair)
- o Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- o Ronald Martel, vice president of student affairs, Providence Campus
- o Patricia McLaughlin, senior vice president of institutional advancement
- o Mim Runey, senior vice president of regional campuses
- o JD Sawyer, director of operations, Denver Campus
- o Jeffrey Senese, vice president of academic affairs, Providence Campus
- o John Smithers, vice president of information technology and chief information officer
- o Frank Tweedie, dean of the School of Technology, Providence Campus

### STRATEGIC ENROLLMENT TEAM

- o Marie Bernardo-Sousa, vice president of student services and university registrar (chair)
- o Annette Cataldo, financial aid analyst, Providence Campus
- o Charles Cook, senior vice president of university affairs
- o Kenneth DiSaia, vice president of enrollment management
- o Thomas L.G. Dwyer, executive vice president
- o Veera Gaul, university provost
- o Joseph Greene, assistant treasurer and vice president of finance
- o Jeffrey Greenip, director of admissions, North Miami Campus
- o Akhil Gupta, vice president, Providence Campus
- o Robin Krakowsky, senior vice president of administration
- o Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- o Mark Norman, executive director of operations, Charlotte Campus
- o Manuel Pimentel, senior vice president emeritus of university relations
- o William Priante, dean of admissions, Providence Campus
- o Lynn Robinson, executive director of student financial services, Providence Campus
- o Mim Runey, senior vice president of regional campuses
- o John Yena, chairman of the board

### UNIVERSITY EXPERIENTIAL EDUCATION COMMITTEE

- o Mary Buckley, director of experiential education, North Miami Campus
- o Maureen Dumas, vice president of experiential education & career services
- o Joanne Galenski, assistant dean of the College of Business, Providence Campus
- o Sheri Ispir, director of experiential education & career services, Providence Campus
- o Nick LaManna, assistant dean of the School of Technology, Providence Campus
- o Deborah Langenstein, director of experiential education & career services, Charlotte Campus
- o Gregory Lorenz, dean of experiential education
- o Karen Miller, director of practicum internship programs
- o David Mitchell, dean of the College of Business, Providence Campus
- o Bruce Ozga, dean of culinary education, North Miami Campus
- o Stephen Pyle, department chair and associate professor of The Hospitality College, Denver Campus
- o Larry Rice, vice president and dean of academic affairs, North Miami Campus (chair)
- o Michael Sabitoni, chair and associate professor of The Hospitality College, Providence Campus

#### UNIVERSITY CAPITAL TEAM

- o Loreen Chant, president, North Miami Campus
- o Merlin DeConti, senior vice president of facilities management (chair)
- o Michael Downing, executive director of practicum properties
- o Thomas L.G. Dwyer, executive vice president
- o Veera Gaul, university provost
- o Joseph Greene, assistant treasurer and vice president of finance
- o Robin Krakowsky, senior vice president of administration
- o Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- o William McArdle, treasurer and chief financial officer
- o Patricia McLaughlin, senior vice president of institutional advancement
- o Christopher Placco, vice president of facilities management, Providence Campus
- o Mim Runey, senior vice president of regional campuses
- o JD Sawyer, director of operations, Denver Campus
- o John Smithers, vice president of information technology and chief information officer
- o Donna Yena, vice president of employer relations

#### UNIVERSITY RETENTION TEAM

- o Marie Bernardo-Sousa, vice president of student services and university registrar
- o Charles Cook, senior vice president of university affairs
- o Kenneth DiSaia, vice president of enrollment management
- o Thomas L.G. Dwyer, executive vice president
- o Jeff Ederer, dean of students, Denver Campus
- o Michelle Garcia, chair of School of Arts & Sciences, North Miami Campus
- o Veera Gaul, university provost (chair)
- o James Griffin, associate provost
- o Akhil Gupta, vice president, Providence Campus
- o Christopher Hourigan, director of institutional research
- o Tarun Malik, vice president and dean of academic affairs, Charlotte Campus
- o Ronald Martel, vice president of student affairs, Providence Campus
- o Mark Norman, executive director of operations, Charlotte Campus
- o Larry Rice, vice president and dean of academic affairs, North Miami Campus
- o Mim Runey, senior vice president of regional campuses
- o Jeffrey Senese, vice president of academic affairs, Providence Campus
- o Richard Wiscott, dean of academic affairs, Denver Campus

## **JOHNSON & WALES UNIVERSITY**

### **CAMPUSES**

Providence, Rhode Island

North Miami, Florida

Denver, Colorado

Charlotte, North Carolina

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